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The compilers of *Selections for Memorizing*\* have aimed especially at making a book that should contain matter adapted for each of the three grades ordinarily found in schools, primary, intermediate, and high school. Their aim has been to present matter that is good literature, inculcates good morals and teaches patriotism. With their statement of belief that, when the custom of having declamations in schools died out, something was lost that was well worth saving, many experienced teachers will heartily agree. The selections for the primary grades have received special care. The work of two such experienced educators cannot fail to be of great usefulness in this line.

Miss Yonge's *Book of Golden Deeds*\* is so well and favorably known that it needs no introduction or commendation. First printed in the famous *Golden Treasury Series*, it has been reprinted by Messrs. Macmillan & Co. in their "school library." As a book for supplementary reading it is worthy of a place in every such collection. The stories of moral and personal heroism are such as delight and inspire young readers.

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### Current Educational Literature.

*The Training of Secondary Teachers in Germany.*—The London *Journal of Education* for December prints a long paper by Mr. J. J. Findlay on professional training in Germany which is to be followed by another paper of suggestions for England. He summarizes in convenient form the German requirements and shows that what is generally reported as the German standard is in reality the *minimum* and does not fully represent the *opportunities* offered for pedagogical study.

"For fifty years, previous to 1890, every secondary teacher in Germany had to study for four years, to attend a satisfactory number of lectures, to pass a public examination, and then to work in a school under a headmaster's direction for a year (*Probejahr*), without fee. At the end of this year, if the headmaster reported favorably, he was accepted as a qualified teacher, and could take a post, if he could get one; he became entitled also to the usual privileges (pension, etc.) enjoyed by all civil servants."

In 1890 a serious change was introduced into Prussia and into Saxe-Weimar. It was found by experience that the *Probejahr* did not give the necessary practical training, hence the establishment of so-called "*Gymnasial Seminars*, or as we should call them, day training classes, associated with certain grammar schools." At the request of the Minister of Education some sixty

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\*See Books Received.

headmasters of upper schools volunteered to undertake the training of young teachers in a properly conducted Seminar (with criticism lessons, discussions, etc.)”

To qualify for the office of *Oberlehrer* one must pursue the following course :—“(1.) Four years’ study and attendance at University lectures. (2.) An examination, partly written, but mainly oral, (a) in one or more special branches of knowledge—classics, science, geography, or the like (these may be multiplied and modified in many directions) ; (b) in general studies, which are made to include psychology and ethics, and pedagogics. (3.) After this examination, a year of training in a course attached to a school (*Seminarjahr*). (4.) Finally, a year of trial, in which this training may or may not be continued (*Probejahr*).”

If, heretofore, the tendency in German professional training has been too much towards the theory, there is a feeling now that the two years of practice are not always necessary. A year under the guidance of an efficient headmaster coupled with the study required, and the opportunity for both seeing and taking part in class work should render the *Probejahr* unnecessary.

Mr. Findlay describes at some length the methods followed at Jena, at Halle and at Giessen, in teaching general pedagogics as distinguished from the practical work of the *Seminarjahr* and the *Probejahr*. The work, though largely theoretical, is practical in that students observe and criticise actual teaching in real schools. The schools are small—often a private pupil suffices—and the fullest opportunity is given for discussion between the head-teacher and the student-teachers. But at present much in a practical way is expected from the year of apprenticeship following the University course.

“It is too soon to say how far these *Gymnasial Seminars* are likely to be accepted as a solution of the problem of secondary training in Germany. But the *fact* of their establishment is the main consideration for us at this moment.”

—J. E. R.

*Wherein Popular Education Has Failed.*—In the *Forum* for December, President Charles W. Eliot points out that “at the end of two generations of sincere and strenuous, if sometimes, misdirected, effort,” the looked-for results of popular education have not been realized. There is a general discontent among all classes and public happiness is thereby repressed. Skeptical observers complain that free education is made to subserve personal and selfish ends, “that lawless violence continues to break out just as it did before common schools were thought of”, that corruption in politics goes on unchecked, that the “distinctions between rich and poor are not diminished, but intensified”, that the horrible waste and cruelty of war are not abolished or even abated and that dishonesty in labor, disloyalty, mutual jealousy and distrust between employer and employed, have increased.

"These indictments against universal education as a cure for ancient wrongs and evils are certainly formidable; but they exaggerate existing evils and leave out of sight great improvements in social conditions which the last two generations have seen." But universal education is not a panacea for all ills. "There was a time when it was held that a true and universally accepted religious belief would bring with it an ideal state of society." The belief in the infallibility of modern representative institutions, and later in universal suffrage, has proved delusive. "Public education should mean the systematic training of all children for the duties of life";—if too much has been expected there is yet cause for thinking it has fallen short of what may justly be required.

"Let me, therefore, present here in some detail the main processes or operations of the mind which systematic education should develop and improve in an individual in order to increase his general intelligence and train his reasoning power. The first of these processes or operations is *observation*; that is to say, the alert, intent, and accurate use of all the senses. . . . "For the training of this power of observation it does not matter what subject the child studies, so that he studies something thoroughly in an observational method." Next in order is "the function of making a correct record of things observed." This implies a careful and critical use of language, spoken and written. The next mental function is "the faculty of drawing correct inferences from recorded observations. . . . It is often a long way from the patent fact to the just inference. For centuries the Phœnician and Roman navigators had seen the hulls of vessels disappearing below the blue horizon of the Mediterranean while their sails were visible; but they never drew the inference that the earth was round. . . . Fourthly, education should cultivate the power of expressing one's thoughts clearly, concisely, and cogently. This power is to be procured only by much practice in the mother tongue, and this practice should make part of every child's education from beginning to end".

In the primary schools where ninety per cent. of school children receive their entire training, reading, spelling, writing, geography and arithmetic, are the staples of instruction. As commonly taught they train only the memory. In the secondary schools far too much time is given to the study of languages. "The ordinary teaching of a foreign language, living or dead, cultivates in the pupil little besides memory and a curious faculty of assigning the formation of a word or the construction of a phrase to the right rule in the grammar—a rule which the pupil may or may not understand. . . . I need not say that these subjects are in themselves grand fields of knowledge and that any one of them might furnish the solidest mental training. It is the way they are used that condemns them."

"If now we rise to the course which succeeds that of the high school or academy, the college course, we find essentially the same condition of things in most American institutions. The cultivation of the memory predominates; that of the observing, inferring, and reasoning faculties is subordinated. Strangest of all from bottom to top of the educational system, the art of expressing one's thought clearly and vigorously in the mother tongue receives comparatively little attention."

"What, then, are the changes in the course of popular education which we must strive after if we would develop for the future more successfully than in the past the rationality of the population? In the first place, we must make practice in thinking, or in other words the strengthening of reasoning power, the constant object of all teaching, from infancy to adult age, no matter what may be the subject of instruction. . . . One pupil can be induced most easily to exercise strenuously his powers of observation and discrimination on the facts of a language new to him, another on the phenomena of plant life, and another on the events of some historical period". But from the kindergarten through the University there should prevail such studies as will enable the learner to think more wisely of the conditions of his daily life and to draw sounder conclusions from his observations.

—J. E. R.

*Revue Internationale de l'Enseignement*, November, 1892.—Nearly one half the space of this number is given to a dissertation on the life-work of Renan which, though wholly in place in a review devoted to superior instruction, has naturally outside of France a literary rather than a pedagogic interest. This cannot be said of the address delivered by Prof. Brochard at the Sorbonne to the students in the Faculty of Letters at the opening of the courses Nov. 5th. This address is a plea for a greater freedom of intellectual intercourse among students pursuing as well different as similar lines of study, and seems to be aimed at a presumed tendency to intellectual isolation in the interest of originality. The orator urges the benefits to be gained by the free companionship of "different units capable of preserving each its own individuality," through the inspiration of friendly discussion, through keen glancing criticism prompting to added reflection on favorite ideas, through happy suggestions struck out in animated conversation, and through "the collision of ideas whereby their solidity is tested." The dangers to originality which are feared from promiscuous mental commerce, are cleverly ridiculed. "An originality which could so easily be destroyed would be little to be regretted." "Human souls are not like pebbles which lose their shape by the action of the waves. They clash with each other, but each still retains its own proper

form," being only polished by the contact. Finally, signaling the gravity of the social, political, and religious problems in whose solution the students of to-day will soon be called on to bear a part, the professor exhorts his youthful hearers to neglect nothing, whether by ardent study, or by student intercourse, "to speed the time when the ideas and resolves which are now in germ within their souls shall take definite form, to ripen and to fortify that youthful spirit which is soon to be the soul of France."

The review which follows, of the educational articles in the "Great Encyclopedia," now in course of publication, and forming already, though unfinished, twenty-eight volumes of 1200 pages each, clearly indicates that "these articles, reinforced by documents and inspired by a pedagogic sense as healthy as it is progressive, are of a nature to interest and enlighten all friends of education."

Of the matters treated in the *Chronique de l'Enseignement*, the statistics of secondary instruction in Prussia for the school year 1890-91, will be likely to have the greatest interest to American educators, and they are here given. They are taken from the semester in each case that had the largest number of teachers and pupils; and remembering that the population of Prussia is about 28,000,000, they may be found useful for comparison.

	No. of Teachers.	No. of Pupils.
Gymnasien . . . . .	4,875	77,811
Pro-Gymnasien . . . . .	414	4,748
Real Gymnasien . . . . .	1,665	23,951
Real Pro-Gymnasien . . . . .	638	8,393
Higher Real Schulen . . . . .	228	3,831
Real Schulen . . . . .	391	6,568
Higher Bürger Schulen . . . . .	539	9,806
	8,750	135,108

—The inaugural address of Prof. von Christ as rector of Munich University, in the October number, can hardly fail to interest all who are engaged in secondary and university instruction. It deals with the questions of university methods, and of the best modes of introducing young men to original work; but many of its considerations are equally pertinent to higher secondary instruction. The beneficial changes that have gradually taken place in university methods with the growth of subjects of lively human interest, are described as introductory to other changes which the rector thinks would be improvements. Chief of these changes is that the current lecture system should be largely supplemented by conferences, by oral discussions, and by the written presentation of the ideas that students have gained

or conceived as the result of lectures. In all subjects that admit of application the student should be required to *do* as well as *know*, and hence should not only be encouraged to do independent work, but should receive wise direction in his first efforts. The address closes with a sketch of the seminary work in Munich.

—S. G. Williams.

*In decided contrast* with President Eliot's recommendations for popular education is Professor Patrick's article in the December *Educational Review*. The one complains that most of our teaching requires little more than memorizing; the other claims that a century of neglect under the new educational ideas shows a loss in the power of memory. Scholars used to know what they knew, now what they know they know where to find in their libraries. Mr. Patrick maintains that "the new education is essentially the education of the critic." The educated man is a "specialist but by no means a scholar. . . . If we had good memories, we might be specialists and still be scholars." Too much time is devoted to relearning what has been forgotten. A small increment of such wasted effort would, if judiciously applied, so train our memories that what we once learn would be retained. "Hitherto when any attention at all has been given to memory-training, it has been indirectly, in connection with other work. . . . *Absolute thoroughness* in a certain limited, definite amount of memory-work is the thing of prime importance."

—J. E. R.

*The private school-masters* of England are getting very nervous over the possible re-introduction and passage of Mr. Acland's bill relative to the secondary schools. They have formed an association for the protection of their interests and the president, Mr. J. Vine Milne, issues in the *Educational Times* (London) a call for aid. He declares that the proposed legislation is unjust and supports his view by this argument: "Private school-masters have shown in the past that they fear no legitimate competition, but no profession, or trade either, can hold its own against rate-supported competitors."

—J. E. R.

*England's Problem in Secondary Education*.—The *Educational Times* (London) gives a full account of the speech of the Rt. Hon. Arthur Acland, M. P., at the opening of a school at Birmingham. It is of decided interest in view of the "Bill to Promote Secondary Education in England" which it is expected that Mr. Acland will introduce when Parliament meets. He expressed satisfaction that the school was to be free. "Nothing seemed to him more dangerous in education than that schools, as they got higher, began to charge fees. That meant that the fees began exactly at the moment when parents wanted encouragement to send their children to school, and when for this purpose fees, if any were charged at all, should cease

to be charged." He was glad to see that it provided a department for the training of girls. "There were some parts of the country, some ancient seats of learning, where—he feared by some who ought to know better—the education of women was looked upon in a somewhat grudging spirit. . . . The great need of the present time was effective organization of education above what was ordinarily called the elementary sphere." Especially in the less populated districts the great need was for improved municipal organization and with it proper educational advantages. He urged "more effective co-operation between the teachers of all classes and also between them and the governing bodies over them." He pointed out that Scotland, Wales and most of the continent, were far ahead of England in these respects. "The secondary education was to be a wide education, with a wide curriculum, embracing science, art, literature, history, languages—as broad and generous an education as they might desire." But why should the state interfere in municipal or county affairs? "Well, he did not want to interfere at all, but he was not sure the opinion was not growing that the State had a work to do in advising, in counselling, in letting one part of the country know what was being done in another part, which, instead of interfering, was assistance of the best and most important kind. The interests of the public and private schools, which were of a more extensive character, must not be allowed to interfere with the organized education, which was to be both popular and cheap, and available in all the different districts of the country which required it. . . . If he wished to see teachers more closely associated with one another by degrees until they got real Educational Councils in the great centres, and ultimately a great Educational Council at *the* centre, it was because he in his turn wanted a little fostering care. The great mistake in the past had been that the 'Departments' which were so constantly abused, saw too little of their abusers. What was wanted was that those who were constantly engaged in the work of education should from time to time in some methodical manner give to the authorities at Whitehall and South Kensington the best advice they could give. If the State had something to do in the way of advice and counsel he was perfectly certain also that those at headquarters were much better for visits and advice, and that very often they did not get the visits and advice from those most fitted to advise them." He hoped the time was near when "the local educational authorities would not look upon the national resources and on themselves as so many spoons."

*A convenient summary* of the principles upon which the Gouin method of teaching languages is founded is given in the *Educational Times* as follows: "That language is chiefly concerned with the tongue; that exercises in language should be sense, not



nonsense ; that words are not the most important part of language, thoughts presenting themselves in a series of mental pictures ; that in the process of organization the basis is the verb ; and, finally, the principle of elimination of everything that was not within the range of ideas of the pupils to be instructed. The mental picture is the key to the method, the principle that all varieties of action are capable of being visualized."

—*J. E. R.*

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**Books Received.**

*From D. Appleton & Co.*

Story of Columbus, by Elizabeth Eggleston Seelye ; with ninety-nine illustrations by Allegra Eggleston ; edited with an introduction by Edward Eggleston. pp. 303.

Abraham Lincoln, the True Story of a Great Life, by William H. Herndon and Jesse W. Weik, with an introduction by Horace White. 2 vols.

Great Commanders ; General Taylor, by Oliver Otis Howard, Major-General U. S. Army ; with portrait and maps. pp. 378.

Great Commanders ; Admiral Farragut, by Captain A. T. Mahan, U. S. Navy, President of the U. S. Naval War College. Portrait and maps. pp. 333.

*From Leach, Shewell & Sanborn, Boston and New York.*

An Introduction to Qualitative Chemical Analysis by the Inductive Method. A Laboratory Manual for Colleges and High Schools, by Delos Fall, M.S., Professor of Chemistry, Albion College. pp. 84.

Stories for Children, containing simple lessons in Morals. A Supplementary Reader for Schools or for use at home, by Lucretia P. Hale. pp. 216. Price 40c.

Joan of Arc and other selections from Thomas De Quincey with introductory and explanatory notes by Henry H. Belfield, Ph.D., Director of the Chicago Manual Training School. pp. 166. Price 42c.

*From the American Book Company.*

English Classics for Schools :—

The Comedy of Twelfth Night ; or, What You Will, by William Shakespear. pp. 99.

The Sir Roger De Coverley Papers from the Spectator, by Addison, Steele, and Rudgell. pp. 148.